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ABSTRACT

This guide is intended to help schools in the United Kingdom move toward greater inclusion of students with disabilities or other special educational needs in regular programs, with appropriate support. Following an introduction, which encourages local education agencies (LEAs) to move towards "inclusive" policies and practices, the first section notes legal requirements for educating these students, including responsibilities of the LEAs, the governing body, and the head teacher. Requirements of the Disability Discrimination Act are summarized. The second section is an introduction to principles of inclusion, with arguments supporting inclusion, a discussion of characteristics of inclusion, and proposal of a social rather than medical model of disability. The third section offers a framework for reviewing and re-writing a school's required policy document on children with special educational needs and offers guidelines for determining the school's current status, setting up a working party, evaluating accessibility, and selecting language and terminology. The final section, on compiling the policy, addresses how inclusive policy can be incorporated into the 17 required components of the school's policy statement. Appendices summarize inclusion issues, offer extracts from some school policy documents, and list additional resources. (DB)

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developing an inclusive policy for your school

a CSIE guide

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A different approach by your school

Inclusion in education is an approach by your school that says all pupils in the catchment area who have a disability, or who experience difficulties in learning, should enjoy the same rights of membership of the mainstream as all other pupils.

They should be fully part of your school community and receive an education and social life according to their age, needs, aptitude and ability.

Many ordinary schools 'integrate' disabled children by bringing them into their premises – on a full or part-time basis – but on the ordinary school's terms. The pupils can stay if they can benefit from what is already on offer; schools do not expect to change to accommodate and support diverse needs. Other children experience a warmer welcome and their place is more secure.

Why do schools do this? Whatever the answer, it is a discriminatory message being given to disabled pupils, their peers, their parents and others about entitlement to education at a local primary or comprehensive school.

Inclusive education, by comparison, demands that a mainstream school considers all pupils in its area as fully belonging to the school and all of its varied activities. Each child has the same rights of access – each belongs and each is entitled to appropriate support to meet individual needs.

The issue here is one of eligibility. And the question to ask your school is: 'Who do we say is eligible for full membership and who is not – and why?'

Inclusive education also demands that ordinary schools change their systems and structures for educating and socialising children and young people. Adaptations to the school curriculum, the buildings, the language, images and role models in the ordinary school are some of the changes required to make inclusion work.

This guide from CSIE aims to help your school on this challenging journey: the principal message of which is that disabled children and non-disabled

children being educated together and developing relationships through shared educational and social experiences, is fundamentally worthwhile.

The new context

Every school must now devise, publish, implement, and report on a policy for meeting 'special educational needs', that is, the educational provision for children with disabilities or learning difficulties.

The Department for Education and Employment (DFEE) has issued detailed guidance on what such a policy should cover and spells out the law and guidance in the following documents:

*Education (Special Educational Needs)
(Information) Regulations 1994*
*Circular 6/94 The Organisation of Special
Educational Provision,*
and the
*Code of Practice on the identification and
assessment of special educational needs*
(see section on 'The legal obligation' on
page 7).

Your school must use these documents as the basis for devising your policy covering the education of all children with disabilities or learning difficulties. But how many of these policies are being based on the principle of inclusion? The official guidance offered does not guarantee that a school will be operating an 'inclusive' policy – that is, one which includes children with disabilities and/or learning difficulties in the life and work of the school to the best of their abilities, whatever their needs.

However, the guidance does clearly give your school the freedom to develop a comprehensive policy on inclusion. For example, the *Regulations* prescribe certain issues that a school's policy for this area must address, but do not stipulate their content or direction. Nor do the *Regulations* limit the issues which a school may address.

Schools are free to develop their own policies in the light of their duties and functions and those of the LEA with regard to pupils with special

educational needs under the legislation, in the light of the guidance in the *Code of Practice*, and taking account of the resources of the school and their most cost-efficient use.'

Crucially, *Circular 6/94* adds that schools 'will wish to reflect their own particular interests, specialisms, principles and practices'. It also sees the policy for disabled children as an 'integral part of the school's strategic planning' and incorporated into your school's development plan. Finally, it reiterates that schools should regularly review their policies, 'in the light of changing circumstances within and beyond the school'.

All this forms a flexible and useful framework within which your school can move towards both policy and practice that are 'inclusive'.

However, many schools say that they need additional advice on how to do this successfully. Here CSIE offers some 'kick-start' guidance to help you develop and improve policies which guarantee inclusion rather than separation.

All schools can move towards and achieve greater inclusion than they currently have; there will always be new targets for your school to set and to work towards in this area. However, your school, like all others will have to work from where you are at present. CSIE recognises that schools have different starting points and face a diverse range of dilemmas and challenges.

This guide therefore promotes the idea of a step-by-step approach through which you can move towards greater inclusion of disabled pupils with confidence. The guide suggests how to develop - and how not to develop - a policy which ensures that an increasing number of children with a disability or who experience difficulties in learning are included in mainstream settings with the appropriate support.

This guide – what it is and how to use it

The legislation and Government guidance covering this aspect of school policy demanded that your school had its first version of your policy document finished and published by August 1995.



Earlier that year CSIE helped schools with that process by sending its own 'Checklist for Inclusion' to all primary and secondary schools in the country, informing them also of a CSIE national day conference on inclusive school policies, held in March 1995.

This Guide is the third stage in this specific CSIE project to help all schools move towards greater inclusion of disabled pupils, regardless of where they consider themselves to be on the journey so far.

The Guide is not a definitive document on your school's policy for disabled children; it has been kept brief on purpose. It is intended as a prompt and a catalyst for discussion within your school community to help in the on-going review of policy which, by law, has to take place in all schools. It is hoped that the content, style and practical suggestions will help you reconsider the fundamental principles upon which your school's policy has been based, and to work towards a revised document that strongly encourages your school to include and successfully educate more disabled pupils than is currently the case.

To help in the review of your school's policy, check through the section on the 'Legal Obligation' on page 7 to see if this ties in with what is happening in your school. The next section on 'Inclusion at the core' is a taster of a wider range of material and information dealing with the philosophy of inclusion, both in school and in adult society. You

can contact CSIE for further details about this growing resource of materials in this country and from overseas, depending on what avenues your school wishes to pursue.

The next section on 'Getting started' sets the practical framework for reviewing and re-writing your school's policy document on children with disabilities or learning difficulties. In compiling this guide, CSIE has drawn on a number of existing good policies, as well as the 'Checklist for Inclusion' and feedback from the day conference. Also reproduced as an appendix on pages 22-26 are extracts from some existing policy documents. They are not blueprints for your school, nor is this Guide, because the circumstances in your school are bound to be different. But they do give a useful picture on how another school faces the task.

Why should your school make these changes? CSIE hopes that you and your colleagues, as well as parents, pupils and others involved in the school, will find the answer to that question in this Guide. Part of the answer has to be a reflection on why a small percentage of children in our society have

always been selected out and separated from the mainstream because of an attribute that is beyond their control, namely a physical or sensory disability or a learning difficulty.

It would be illegal in this country to take another natural attribute, like colour of skin in a child, and use that to segregate for education; as a society, why do we still do this for disabled pupils? Again part of the answer is that ordinary schools have not felt confident or able to include a small number of children who they have not been 'trained' to educate, or, more likely, who they have never met before. In this sense, it can be seen that when a separate, segregated special school system started to grow about 100 years ago it was because of the failings and inadequacies of ordinary schools.

That is no longer the case in our mainstream schools in the 1990s; there is now no education or care that goes on in a special school that is not also going on in an ordinary school – somewhere. And if it can happen in one town, we have to ask: 'Why not in another?' It can, and should, happen in your school.



Part III of the *Education Act 1993* sets out the arrangements for providing for children with special educational needs (*Sections 156-191 and Schedules 9 to 11*). It restates from the *1981 Act* (now repealed) the meaning of special educational needs and provision for such needs. The Act requires schools to use their best endeavours on behalf of children with special educational needs and to include children with such needs with their peers for as much of the time as is 'reasonably practicable'. An essential part of these arrangements is that the school governing body has had to draw up, publish, and regularly report on its policy for special educational needs. Both *DFEE Circular 6/94: The Organisation of Special Educational Provision* and *Schedule 1 of the Education (Special Educational Needs) (Information) Regulations 1994* list 17 areas of information which the governing body must ensure are covered in the school's policy for disabled children. The following is a summary of these areas:

Basic information

- 1 The objectives of the governing body in making provision for pupils with special educational needs, and how the governing body's special educational needs policy will contribute to meeting those objectives.
- 2 The name of the person responsible for coordinating the day-to-day provision of education for pupils with special educational needs at the school (*ie* the coordinator).
- 3 The arrangements for coordinating provision of education for pupils with special educational needs at the school.
- 4 The admission arrangements for non-statemented pupils with special educational needs – in so far as these arrangements differ from those for other pupils.
- 5 The kinds of specialist provision or units in the school to meet special educational needs.
- 6 The facilities which increase access to the school for pupils with disabilities.

Identification, assessment and provision

- 7 How resources are allocated to pupils with special educational needs.
- 8 The procedures for identifying, assessing, monitoring and reviewing pupils with special educational needs.
- 9 The arrangements for ensuring access to the curriculum.
- 10 The arrangements for integrating pupils within the school as a whole.
- 11 How the governing body evaluates the success of its policy.
- 12 The governing body's arrangements for dealing with complaints from parents about provision for pupils with special educational needs.

Staffing policy and partnerships with others

- 13 The arrangements for in-service training for staff.
- 14 The use made of teachers and facilities from outside the school.
- 15 The role of parents.
- 16 The links with other schools and transition arrangements between schools.
- 17 The links with other agencies, *ie* health, education welfare and social services, and with voluntary organisations.

Who is responsible for what?

The local education authority (LEA) has a duty to:

identify, assess and provide for children requiring statements of special educational needs; it has to make the statements, arrange the provision set out in a statement, and carry out the annual review of statements; supply special educational needs support services to the governing bodies of schools

consult with governing bodies in its areas and (if relevant) the Funding Agency for Schools (FAS) where it is necessary or desirable to coordinate provision for children with special educational needs;

place a child with special needs in an ordinary school, so long as the child's needs are properly met, other children's education is not adversely affected, resources are used efficiently, and parents are in agreement

The governing body must:

do its best to secure the necessary provision for any pupil with special educational needs, having regard to the *Code of Practice* in carrying out its duties to them;
appoint a 'responsible person' – the headteacher, chair of governors, or another governor (*see below*);
ensure that all staff are aware of the importance of identifying and providing for a pupil's needs, and that these needs are known by all who teach the pupil;
where necessary or desirable, consult with the LEA, the Funding Agency for Schools (if relevant), and other schools to coordinate special educational provision in the area;
ensure that all pupils join in school activities together – in so far as this reasonably practical and compatible with:

- a pupil receiving the necessary special educational provision,
- the efficient education of other pupils in the school,
- the efficient use of resources;

report annually to parents on the school's policy for special needs.

It may also appoint a committee to take particular interest in and monitor closely the school's work on behalf of pupils with special educational needs.

The responsible person is the person who must:

be informed by the LEA when it has concluded that a child in the school has special educational needs;
ensure that all those who teach the child know about those needs;
endorse any request made by the school to the LEA for a statutory assessment.

The governing body and the headteacher must:

determine the school's policy on, and approach to, providing for pupils with special educational needs;
establish appropriate funding and staffing arrangements for these needs;
maintain a general oversight of the work of the school.

The headteacher is responsible for the day-to-day management of all aspects of the school's work, including special educational provision.

The coordinator or team for special educational needs is responsible for the day-to-day operation of the school's policy.

The whole teaching and non-teaching staff must be involved in the development of this policy.

The involvement of parents is seen as crucial in all stages of deciding on and meeting a child's special educational needs – identification, assessment, provision, monitoring, and recording. The school should therefore ensure that proper and effective arrangements are in place, together with positive attitudes, to ensure an effective partnership with parents. In turn, parents and other carers have a responsibility to make full use of these arrangements.

Meeting special educational needs, especially in the context of a policy of inclusion, without the involvement and interest of the child would not just be a hollow exercise, but an impossible task. Children have a right to be heard, according to the *Code of Practice*. They should also be part of decisions about provision to meet their needs. The Code recommends that schools should:

involve pupils in decision-making processes;
determine each pupil's level of participation, using assessment and intervention approaches which suit each pupil's age, ability and past experience;
record pupils' views in identifying their difficulties, setting goals, agreeing a development strategy, and monitoring and reviewing their progress;
involve pupils in implementing individual education plans.

Disability Discrimination Act

The *Disability Discrimination Act 1995* sets out new requirements for schools on admission and access arrangements for children with disabilities, by amending *Section 161(5)* of the *Education Act 1993*. From the 1996/97 school year, governing bodies must publish information in their annual report about admission arrangements for children with disabilities, and about the steps taken to ensure that they have access to the school and that they are not treated less favourably than others.

The definition of disability is restricted to those children 'with a physical or mental impairment with a substantial long-term effect on a child's ability to carry out normal day-to-day activities'.

The Act also requires LEAs and schools as employers (unless they employ fewer than 20 people), to look at what reasonable changes are needed in the workplace or in working practices to help a disabled person do the job. The cost of any changes and how much they would help would determine what is 'reasonable'.

It will be against the law to treat a disabled person less favourably than anyone else because of their disability, unless there is a good reason. This includes recruitment, training, promotion and dismissal.

The Government's consultation on the educational measures in the Act was between January and March 1996. There is also guidance on the new *Regulations*. A brief guide to the *Disability Discrimination Act* is available free by phoning 0345 622633.



The DFEE has set up a new annual funding scheme – the Schools Access Initiative – whereby LEAs and grant-maintained schools can bid for funds 'to improve access in mainstream schools for pupils with disabilities, including physical and sensory disabilities, to enable those pupils to gain access not only to the building but also to the curriculum and participate in the social life of the school'.

The scheme covers capital work to improve physical access to and around the school, accommodation in buildings, access to the National Curriculum, reduced travel time for pupils, and enhanced access across the phases.

LEAs must take into account a school's ability to take advantage of the access improvements, including the school's current policy on special needs, teaching practices and ethos.



The duty to include pupils with a disability or learning difficulty is clearly spelt out but it remains limited in scope and passive in execution. By contrast, a policy of inclusion is both comprehensive and positive; it aims to fulfil all children's entitlement to learning support, and to enable all children to participate in the life and work of the school to the best of their abilities whatever their needs.

Inclusive education is a consequence of policies based on equal opportunities – that is, no discrimination on grounds of race, gender, class, disability or learning difficulty. Does your school already have an equal opportunities policy covering the intake of pupils? If it does not yet include the fourth ground for 'no discrimination' – that is, disability – can it be amended to cover it?

Inclusive education is a human right. It is good education and it makes good social sense. CSIE believes this should be at the core of your school's policy on special educational needs.

Arguments supporting inclusion

The key issue then is one of eligibility: who is eligible to belong to the mainstream? CSIE offers three elements which support the development of inclusive education: they are a distilled version of some of the arguments in favour of inclusion and having diversity in the mainstream, and why your school should work to reduce the number of pupils excluded on grounds of disability.

Human rights

All children have the right to learn and play together.

Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

There are no legitimate reasons to separate children for the duration of their schooling. They belong together rather than need to be protected from one another.

Good education

Research shows children do better, both academically and socially, in integrated settings.

There is no teaching or caring in a segregated school which cannot take place in an ordinary school.

Inclusive education is a more efficient use of educational resources.

Good social sense

Segregation teaches children to be fearful, encourages ignorance, and breeds prejudice. Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

All children need an education that will help them to develop relationships and prepare them for a life in the mainstream.

Many schools often feel unable to support children with disabilities. Yet, all children have many things in common as well as their own special and individual qualities. By putting learning support at the heart of school development and planning, and setting out to tackle the full range of needs in ordinary or mainstream settings can improve the learning environment for everyone – teachers and parents as well as the pupils themselves.

Many teachers who begin to teach children with disabilities, hitherto excluded from their mainstream classes, often say that the new practice is simply the logical next step of what they were doing anyway.

Characteristics of inclusion

An inclusive school has some specific characteristics and ways of working. Many ordinary schools may well be familiar with the following selection.

Community-based An inclusive school reflects the community as a whole – from the individual family to the variety of neighbourhood. 'Membership' of the school community is open.

positive and diverse. There is no attainment test for membership. It is not selective, exclusive, or rejecting.

Barrier-free An inclusive school is barrier-free. It is accessible to all who become members – physically in terms of the design of and adaptations to the buildings and grounds, and educationally in terms of suitable curricula, support systems, and methods of communication.

Collaboration An inclusive school works with, rather than competitively against, other schools, agencies and professionals.

Equality An inclusive school is a democracy where all members have rights and responsibilities, with the same opportunity to benefit from, and take part in, the education provided by the school both within and beyond its premises.

These characteristics can readily be incorporated into a school's equal opportunities policy and its school development plan. For example, policy and plans at one secondary school underscore the need to:

- provide a curriculum which is accessible and relevant to all pupils and which is designed both to improve exam results and to heighten pupils' awareness of the issues of modern life;
- develop and maintain an ethos in which all members of the school feel valued;
- arrange for the education of children with special needs to take place as far as possible within the ordinary classroom;
- promote the positive attitudes, methodologies, resources and parental involvement necessary for such arrangements to succeed.

The last statement above highlights four key requirements in developing an inclusive school – positive attitudes, suitable teaching styles and student groupings, adequate resources, and effective parental involvement.

A social model of disability

A key question is how far does your school see a child's disability or learning difficulty as only the child's 'problem', rather than the school's, perhaps

because it has so far failed to cater for that particular need? This highlights two ways of looking at disability and providing for special educational needs and it raises the important, wider debate around the medical and social models of disability.

The medical model focuses on the individual child and traditionally concludes that the problem is the child's. The social model looks instead at the broader picture and how the institution (in this case the school) operates and responds to an individual's needs.

The medical model has its roots in policy and practice of 100 years ago or more and states that the child has the 'deficit' – not the school. It states that the child 'owns' the disability, whereas the more appropriate and more recent social model looks at the child's disability or learning difficulty in a social context. The social model has been developed by and written about extensively by disabled adults. Which model does your school work to?

Discrimination and inequality exist, among other things, through fear, prejudice or merely lack of thought – for example:

- the language we use; the range of books or CD-Roms on offer;
- the images and role-models in your school – are disabled people fairly represented in positions of power and authority?
- the activities that are given priority, praised or criticised;
- the use of divisive ways of documenting attainment;
- the expectations we have for different children.

It may also be due to being unable to find a solution to a problem and therefore ignoring what is going on. These aspects of school life can be looked at in the cool light of the working party's audit.



Setting out to review and re-write your school's policy is an important opportunity as well as a positive and visible step forward in the life of the school. Everyone involved in the school – governors, staff, parents, pupils – can be aware of it happening, know who has responsibility for the process, and be able to have an input into that process.

Where you want to be

This means setting realistic targets in up to five key areas, coupled with a programme of action ('what needs to be done') and a timetable ('by when') to:

- change attitudes inside and outside the school;
- acquire resources to guarantee the policy works;
- make the whole school environment accessible to all;
- spread expertise among all the staff;
- develop activities for all children.

Where is your school now

Finding out where the school is now can be done through a special needs audit, which can be used to describe, record and understand the current situation in the school. It can reveal the school's strengths and weaknesses; who is included and excluded from the school's normal catchment area; the opportunities for development; and the threats to improvement. The audit can form the basis for defining where you want to be and what needs to be done to get there.

Build up a picture of where the school is now in terms of its current values, principles, and policies, and how far these are being carried through. For example, ask such questions as:

- 1 Do we value all the children in our school equally?
- 2 Are our educational aims the same for all children?
- 3 How do we enable all children to experience success?

- 4 Do we see parents as crucial to a child's education?
- 5 Has the school seriously addressed issues of disability?
- 6 What does the school currently expect of itself in terms of creating positive learning environments and of reflecting the culture and characteristics of the local community?
- 7 What attitudinal barriers exist to prevent equal access for all children?

What the governors can do

The governing body should already have appointed the 'responsible person' for the school. It should also consider giving a specific remit to one or two governors who would act as a focal point for debate about pupils with disabilities or learning difficulties and provision for them. They should keep in touch with the way the policy is being operated; they should also support staff and parents who are specifically concerned and they should liaise with relevant outside agencies.

A member of your school's governing body could also be invited to sit on other governing body sub-committees of relevant schools to ensure that issues are raised and properly discussed. Schools could also set up joint working parties. Another option is to set up a special sub-committee to encourage a shared responsibility among your governors.

Both options would give the policy a high profile and an equal status with matters covered by any other sub-committees, rather than let it be downgraded. It is important always to be alert to the danger of 'special educational needs' being separated from other issues and from effective discussion by the whole governing body. Inclusion should mean that provision for pupils with disabilities or learning difficulties (special educational needs) runs like a thread throughout all aspects of school life. It is up to each governing body to decide which procedure best suits its own members and how to avoid separating or isolating particular needs.

Setting up a working party

A first step to reviewing the policy and drawing up the new one is to form a special working party with representatives from the governing body, the staff, and parents. Your school might also decide to have LEA and pupil representation as well. Some representatives should have direct experience of disability, although it is important to ensure that no bias exists towards more traditional or segregated patterns of special educational provision. The working party should, therefore, comprise a diversity of interests and views on disability and special educational needs.

Air any differences in the working party early rather than leave the raising or discussion of 'difficult' issues until late in the process. All views should be respected and vigorously debated. Recognise from the start that the process of reaching an agreed policy will not be an easy one. Hold on to the fact that the rewards will be worth it – for each child's education in particular and for the school as a whole community.

Give your working party sufficient time and support to:

- 1 consult with staff and parents;
- 2 discuss a wide range of views;
- 3 read up on particular issues;
- 4 find out how other schools have successfully tackled the development of this area of policy;
- 5 call in specific expertise from outside the school.

Use the list of Inclusion issues (see appendix on page 20) as a guide to the kind of topics to be raised, the practice to aim for, and the targets to set.

Access in your school

The audit should look specifically at the question of access to:

- the whole curriculum of the school;
- the services provided by or through the school;
- every part of the school building and campus.

Define what the school currently means by access. Then ask two key questions about the school:

Are any parts of the National Curriculum or the rest of the curriculum or related services offered within or outside the school excluded to any child because of her or his disability or learning difficulty?

Can all children move around every part of the school and its grounds (excluding those areas out of bounds to all children for reasons of safety)?

Document where any problems exist, why they do, and how they might be resolved.

Language and terminology

The policy document will be your main written communication on special educational needs with all those groups involved in the school. It is not a committee paper nor a thesis, but a vital means of getting across to a wide audience the way the school thinks and works – its aims and practice. So in reviewing and rewriting:

- make the document as easy to read and understand as possible;
- highlight the main messages;
- set out the different sections in a logical sequence;
- where necessary, use appendices to deal with detailed information.

Think carefully about the language you use, especially in describing children and the activities they do. It is good practice to avoid jargon but if you feel you have to use it, explain what it means. Always explain acronyms in full the first time you use them, eg local education authority (LEA).

Finally, 'special educational needs' is often seen as just a technical issue of codes of practice, assessment arrangements, and so on. It is also an ethical and social issue. Try and make sure that your document clearly shows that the school's policy is a matter of principle and not just a technical exercise.





What you must cover

Your school is expected to deal with the DFEE's 17 specifically named areas in your policy for pupils with disabilities or learning difficulties. Here we set out in detail:

- what must be covered in each area;
- key issues to consider in developing an inclusive policy;
- examples of how schools are developing their policy in the areas to be covered.

1 Principles and objectives

The policy must set out the guiding principles on which your school bases its provision for all children with special educational needs, and the objectives which it seeks to achieve through the policy.

This will set the tone and potential of the school's approach to inclusion. From the start of the policy, there should be a commitment to inclusion. By emphasising the development of learning support as a service for the school as a whole, your school's governing body can:

- place disability and learning difficulty within the wider spectrum of all children's experience;
- fix the responsibility for providing for them as an integral part of all teaching and learning.

It is best to avoid using such excluding phrases as 'wherever possible' or 'as resources allow' in the policy as this tends to dilute commitment and divert attention away from the imperative of inclusion.

2 The coordinator for special educational needs

The policy document must give the name of the person in the school who is responsible for coordinating the provision for children with special educational needs as a contact point for parents and outside agencies.

Whoever it is must be committed to a policy of inclusion. In addition, the person appointed should

have a key role in the school's senior management team and part of the staff decision-making process for all aspects of the school.

Without an understanding of, and commitment to, inclusive education the coordinator is going to be far less effective at helping your school develop inclusion.

3 Coordinating support

The policy should explain the arrangements for coordinating provision for pupils with special educational needs. In effect, this means defining the roles of the coordinator, governing body, headteacher, and of any committee set up by the governors. Additionally, it should show how these arrangements fit into the strategic management of the school as a whole.

To what extent is learning support a service for the whole school?

The policy should make clear that all the staff and governors have a role in ensuring that the school's provision is used to best effect. It should also encourage parents and pupils to become involved in identifying and helping to develop good practice. The coordinator should be seen to have a key role in helping people work and make decisions together effectively.

One school sets out what it sees as the 'secrets of success' for learning support, such as regular liaison, flexibility and sharing the workload, honest communication of problems, and giving partnerships time to develop. It also offers a 'recipe for disaster' – inadequate liaison, incompatible aims, values, expectations or teaching styles, unwillingness to share control, and communication problems.

4 Admissions arrangements

The policy should set out the admission arrangements for pupils with special educational needs, whether priority is given to any specific needs, and what criteria are used for this and what facilities or access arrangements exist to support such priority.



How far can your school commit itself to welcoming all comers, provided there is room?

The statement on admissions should be comprehensive and unambiguous, with any priorities for admission clearly spelt out and explained. For example, one school's policy states unequivocally that:

'Admission arrangements for pupils with special educational needs will not differ from the arrangements for other pupils.'

Another school, having set out a seemingly coherent integrating policy, spoils it by declaring:

'We have no separate provision or special unit for special educational needs and cannot accept girls with a statement for emotional and behavioural difficulties. Girls are integrated in the mainstream curriculum. Where girls hold a statement of special educational needs, we coordinate with the local education authority to ensure we are able to make the appropriate provision. At the moment, our site is not adapted for wheelchairs.'

One of the simplest and clearest statements on an inclusive admissions policy is:

'The school regards all the children living in the catchment area or who move into the catchment area as its moral responsibility.'

5 Specialist support

Your school policy should state if the school has any particular experience in any specific disability or learning difficulty, including any special unit, equipment, or staff expertise.

How can the school ensure that it has the staffing levels and skills to meet the learning needs of all the children who attend the school?

Specialist support can be seen as an asset for the whole school rather than just aimed at children identified as needing specific help. In addition, all staff should be able to draw on and learn from such support in order to build up the school's in-house expertise. Those staff working with pupils with special educational needs should, therefore, see their role as helping participation, fostering friendships, sharing expertise, and building professional relationships across the whole school. Their particular skills are vital in making inclusion work well, and their explicit aim should be to reduce the level of support given to pupils and move them towards increasing independence.

Any specialist help or special unit should not be an unintentional or covert means of maintaining segregation between pupils with different needs at particular times.

6 Facilities and equipment

The policy should set out the facilities, equipment and access arrangements available at the school.

What changes need to be made to ensure the school is accessible to all?

Does the school have the right equipment to meet the needs of all the children?

The working party should identify where there are problems of access to premises and to equipment, and where a lack of equipment is preventing access to the curriculum. Some schools set out in their policy what is available and what is not – with

proposals for increasing additional equipment to fulfil any unmet needs. All schools should be able to devise action plans and a time-scale for solving any such problems. (See also section on the *Disability Discrimination Act 1995* on page 9).

7 Allocation of resources

The policy must explain how the school allocates resources for meeting special educational needs.

Is the allocation and use of resources geared to promoting and underpinning inclusion?

The working party should look at the way the school is organised in terms of teaching methods and class organisation, as well as the school's premises, and assess what additional resources are needed to cater for all needs.

8 Identification and assessment procedures

The policy must describe the school's procedures (including the Code's staged procedures) for identifying, assessing, monitoring and reviewing children with special educational needs.

What arrangements can be made – within the context of the *Code of Practice* and of maintaining the principle of inclusion – to ensure early identification and assessment of

the need for learning support so as to help prevent learning difficulties?

An inclusive school would organise itself to be flexible and prompt in identifying, reviewing and providing for all pupils' needs, be they temporary difficulties or setbacks, long-term impairments, or serious accidents or illness.

9 Access to the curriculum

The policy should explain how the school will ensure access to a 'balanced and broadly based' curriculum, encompassing general curriculum development, teaching strategies and approaches, and the effects both of in-class support and withdrawal.

How can the school ensure that the National Curriculum's programmes of study are flexible enough to meet every individual child's needs?

Each child's situation should be considered individually. No child will have special educational needs across every learning experience or curriculum area; there will be different targets and expectations of achievement for different children.

The policy should explain the basis on which the whole curriculum will be made accessible to every child. The key issues to be explained are how children can share common experiences to fulfil a variety of learning experiences, and how to ensure that the teaching approaches are flexible enough to allow for a varied style of learning.

10 Arrangements for inclusion

The policy should show how the school includes children in all the school's activities, detailing arrangements for social involvement, for work in all areas of the curriculum, and for adapting rooms and buildings to guarantee inclusion.

How can the policy ensure that all the children work, play and socialise together?

The philosophy underpinning an inclusive school is that all children are of equal value and have the same right to take part in the varied activities and opportunities. The policy should set down this basic principle and how it is to be achieved and sustained.



11 Evaluating the policy

The policy must set out how your school will evaluate its success, including any specific targets against which the success of particular aspects of the policy can be measured.

How can the school devise effective criteria which show the impact of the policy on inclusion?

What targets can the school set by which to measure the success of specific parts of the policy on inclusion?

The working party should decide what is to be evaluated, how, and by whom – and how the results will be used to improve the policy and its implementation. To state that 'evaluation of policy and provision is carried out through line management links to the senior team and through the governors and ethos committee' or that 'the school will develop procedures to renew and evaluate this policy' is not very informative.

Many schools rely on tests and teacher assessment. One offers a list of quantitative criteria, eg the number of pupils making progress, or resolving their difficulties, and qualitative criteria, like an increase in pupils' self-esteem or their perception of the role of learning support staff.

Others list in detail the areas or aspects of school life that will be evaluated, such as the annual review and how far previously agreed targets outlined in a pupil's individual education plan (IEP), have progressed.

One school lists for evaluation: pupils' academic achievement, plus the effectiveness of strategies, support for teachers, communication and information, and differentiation of the curriculum. It also does what few do – say who will be consulted: 'in order to evaluate the effectiveness the policy, the pupil, staff, parents and interested agency staff will be consulted'.

Some schools are perceptive in identifying more subtle or informal ways of evaluating success, eg

Are people using the five-stages procedure as set out in the policy and doing so in the same way?

Is the policy in regular use by all members and not gathering dust in a box file?

How confident and committed are governors, staff and parents about implementing the policy on a daily basis?

What was the response from parents following the annual report on implementing the policy?

Has your school changed the whole school environment in such a way as to ensure that the child is just part of it, rather than special?

12 Dealing with complaints

The policy must set out how parents and children can make a complaint about the school's provision, and how the school will deal with any complaint.

How easy is it for parents and pupils to make a complaint about some aspect of the school?

No-one likes being complained about, but ready access to a straightforward procedure is the first step to resolving any problem amicably. The policy should set out the procedure as a normal part of the school's relationship with parents.

13 Training

Your school policy should cover plans for in-service training and the professional development of staff (including that of non-teaching assistants), based on the LEA's inset policy, and any joint arrangements with other schools and outside agencies.

How will the school provide training for teachers to help them develop their existing skills and expertise so they can take responsibility with confidence for the full range of learning needs?

The working party should ensure that staff are not discouraged from seeking any suitable training by warning in the policy that such training may be 'subject to funding and availability'.

14 Using outside resources

The policy should explain the arrangements for bringing in external support services and any service level agreement with the LEA.

How far does the school need to use outside expertise to support the process of inclusion?

Brought-in services might include Braille, British Sign Language, special technology, physiotherapy, speech therapy, counselling, mobility skills, and paramedical skills (eg catheterisation). The policy should also indicate how the whole school might benefit from some or all of these services.

15 The role of parents

The policy should make a clear statement about the importance of the partnership between home and school, and describe your school's arrangements for achieving such a partnership, for recording and acting on parental concern, for building their views into assessment and reviews, for informing them about the school's procedures, and for making them welcome at school.

The governing body's annual report to parents must include a section on the policy for pupils with disabilities or learning difficulties – how it is succeeding, whether there have been any significant changes, what consultations there have been with the LEA, Funding Agency for Schools, and other schools, and how resources have been allocated to and among children with special educational needs during the year [see *Regulation 5* and *Schedule 4* of the *Education (Special Educational Needs) (Information) Regulations 1994*].

How best can parents be brought into the process of developing an inclusive school?
How can they be involved constructively in reviewing the policy?

Inclusion means a deeper and more equal relationship than some schools may currently promote. Inclusion also means being able to balance the rights of parents and those of the children. Consequently, the working party should re-assess the framework for the parent-school relationship before writing it into the policy.

16 Links with other schools

Your school's policy should set out arrangements for:

drawing on the staff and resources of other schools, including special schools;
integrating special school pupils into the mainstream;

supporting the transition of pupils between schools and to post-school destinations.

How can the school develop links with the education and care sectors below and above them to ensure support for, and the continuation of, inclusion for children transferring to or from other schools?

17 Links with health & social services and voluntary organisations

The policy should explain arrangements for working in partnership with the health service, social services department, the education welfare service, and relevant local and national voluntary organisations, together with ways in which the coordinator for special educational needs liaises with designated officers of the district health authority and social services department.

How can the school encourage inclusion by working closely with other statutory and voluntary agencies?

Since the implementation of the *Children Act 1989*, central and local government are putting an increasing emphasis on inter-agency collaboration in meeting children's needs. All local authorities are now required to develop and publish children's services plans. This must be done in consultation with health authorities, LEAs, and relevant voluntary and private-sector organisations. The aim is to create coherent, comprehensive, integrated services for children and families. The children's services plans are an important opportunity to help develop inclusive, rather than isolating, experiences for such pupils.

In addition, area child protection committees (ACPCs) comprise representatives from all the relevant statutory and voluntary bodies to plan together for better child protection arrangements, and many local authorities have also set up joint commissioning committees to develop services for children with special needs.

A key element in all these developments is that they should respond to the views of the users of the services.

Disseminating the policy

Once the policy has been agreed, the governing body must ensure its wide circulation to all those involved with the school – staff, parents and children – as well as to other local schools, to local authority departments, and to relevant local voluntary agencies. The success of your policy and the enthusiasm displayed by the school in implementing it can encourage other schools and agencies to move towards inclusion. The governing body's annual report, which must include information on the success of the policy and any significant changes to it, is a further opportunity to highlight the principle and practice of inclusion.





Access to the environment

Carry out a full access audit of the school; use the knowledge of pupils to identify advantages and disadvantages; cost recommended improvements and build into schedule of minor and/or major works; link proposals with school development plan.

Access to learning

Audit software and hardware suitable for supporting learning difficulty; maintain an up-to-date, costed list of software and adaptations, eg vocalising unit, braille attachments, touch screen, laptops.

Disability issues in the curriculum

When planning a curriculum unit, topic or module, ask the question: how can you include disability? Can you actively promote a social model of disability? Build a resource bank of books and other materials that are not discriminatory or patronising towards disabled children and adults.

Images and culture

What are the images of disabled people that you are using? Ensure all children have access to positive images of children and adults with disabilities. Put into context negative images or stereotypes from history, literature, art and elsewhere.

Language

Avoid referring to disability and people with disabilities or learning difficulties in a negative way. Examine the language used in reports and how staff and pupils refer to disability issues.

Curriculum diversity

In planning and teaching the curriculum, use a variety of approaches to draw on the different strengths and aptitudes of pupils. Build up a resource base of ideas and lessons, setting aside time for teachers to share what works and why. Make available a range of materials for pupils whose individual education plans (IEPs) modify

the key stage or level at which they are working in relation to the rest of the class.

Effective learning support

Ensure that learning support is effectively coordinated through the school by allowing time for the coordinator and team to plan together with class and subject teachers. Encourage collaboration with pupils. The coordinator has a crucial role to play liaising with all relevant people within the school and outside. Allow sufficient time, support and status for this to be carried out successfully.

Physical education

Ensure that PE and sporting activities involve all pupils, develop collaboration, and encourage all pupils to improve their personal performance. Adaptation and a creative imagination are essential if you are going to succeed in including more pupils in these activities.

Sign language as a 'mother tongue'

Where a school includes deaf children, make use of British Sign Language translators and teachers. Offer hearing children the chance to study sign language as part of the curriculum; many will relish this opportunity.

Inclusive communication

Recognise that not everyone communicates by written or spoken English. Audit the communication needs within the school and of all parents and provide notices, reports, information, and directions in the relevant formats, eg large print, braille, tape, videos in British Sign Language, computer disk, and pictograms.

Discipline

Introduce an effective policy to prevent abuse, name-calling and bullying because of physical, mental or sensory differences. Policies devised by pupil involvement and based on principles of self-regulation and mutual respect are most effective.

Transport and school trips

Ensure that transport arrangements for pupils with disabilities to and from school fit in with the school day and allow for attendance at after-school clubs and activities. Allow friends and siblings to use such transport to break down isolation. Ensure that no pupil is excluded from a school trip or visit because their access or other needs are not met. This means careful advance planning and pre-visits.

Outside specialist support

Plan the work of speech, physio and occupational therapists in a coordinated way which best supports pupils' curriculum needs and reduces disruption to their learning and social activities.

Administering medication

Devise a policy on administering routine medication which is easy for pupils to use and maintains their dignity, and a system for handling medical emergencies which is easy for everyone to use.

Maintaining equipment

Ensure that special equipment is properly maintained, stored and replaced when necessary; that mobility aids, eg wheelchairs and walking frames, are regularly checked; and that staff are trained in their proper use.

Consulting with parents

Ensure there are effective arrangements for involving parents in all parts of their child's school life and the decisions that have to be made. These arrangements should include counselling and support in helping a child towards independence, and help for teachers to develop good working partnerships with parents which tackle their concerns. With their permission, maintain information about parents who themselves have a disability so that their access and other needs can be met.

Governing body representation

Appoint one governor to have a brief for special educational needs, with the whole governing body involved in developing actual policy.



Pupil representation

Set up structures through which pupils with special educational needs can express their views, develop self-esteem, and have some influence on policies which directly concern them.

Training for staff and governors

Organise a programme of in-service training for teachers, support staff and governors to help them move towards inclusion and disability equality. Ensure all staff are involved in and understand the process of inclusion.

Role models

Take positive steps to have people with disabilities in responsible positions, eg teaching and non-teaching members of staff, appointed or elected governors. Give disabled members of the local community the same encouragement to be part of the life of the school as you do to non-disabled local people.



Aims, objectives and principles

St. Stephen's Primary School (5-11 years)
Whitfield Road, Newham, London E6 1AS.
Tel: 0181 472 7575

'The objectives of the special educational needs policy are:

To successfully implement recent legislation notably the Code of Practice on special educational needs.

Ensure equality of opportunity and combat discrimination and prejudice in the same way as with race and gender issues, for children with special educational needs.

To guide and support all school staff, parents and governors on these issues.

To ensure implementation of (Newham) LEA Inclusive Education Policy at school level by making school as inclusive an environment as home, for children with disabilities or any other difficulties.

To meet the needs of all identified as having special educational needs ensuring progress and achievement in academic and social development.

Netherhall School (11-18 years)
Netherhall Road, Maryport, Cumbria CA15 6NT.
Tel: 01900 813434

'Principles

All students have an equal right of entitlement to an appropriate and worthwhile education.

All children are special, different and have individual needs.

All students are equally valued within the school.

All students have a common entitlement to a broad, balanced and relevant curriculum.

Students with special educational needs occur in every classroom. Every teacher in

school teaches children with special educational needs.

All staff, both teaching and non-teaching, have regard to the needs of individuals within the school'.

Bawburgh Primary School (4-11 years)
Hockering Lane, Bawburgh, Norwich,
Norfolk NR9 3LR.
Tel: 01603 742329

'Ethos of inclusion: The school should continue its established policy to admit any child that applies to the school for admission, judging the appropriateness of the placement on an individual basis and excluding no child on the basis of its perceived academic or physical ability. The main purpose of education, including those children with special educational needs, is to produce an independent, responsible and productive individual member of our society.

'Principles and objectives of learning support policy: The underlying principle of all policies concerning the education of children at Bawburgh is that every child is equal, and worthy; so that irrespective of mental and physical attributes, all children have the same right to an excellent education, where the individual is catered to, supported and valued. The main objective of education at Bawburgh is that every child will progress, will find confidence in themselves and their actions'.

*Holy Trinity Church of England Senior School,
Grant Maintained (11-18 years)
Holdsworth Road, Holmfild, Halifax,
West Yorkshire HX2 9TD.
Tel: 01422 244890*

'Whole School Policy

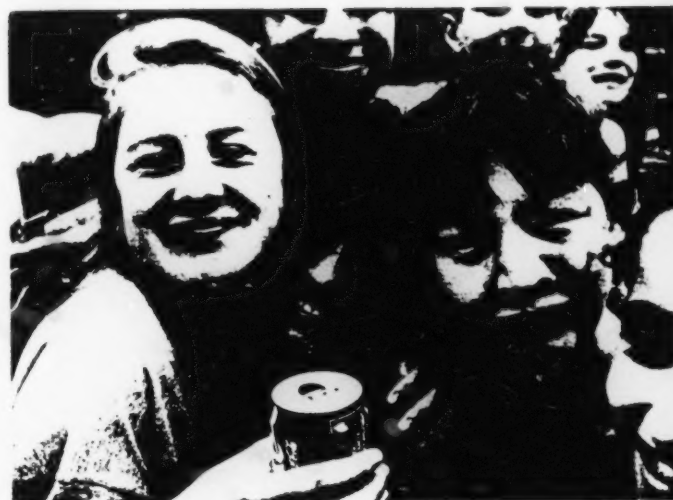
The school has had a whole school policy, accepted by staff and governors, since October 1989. This has been integral to the fostering of more positive approaches to all pupils with special needs particularly since the (Calderdale) local education authority adopted a policy of integration and introduced generic special schools instead of special schools designated for particular difficulties. The school now has a greater number of pupils with special needs than ever before and the existence of a whole policy has enabled us to cater for these pupils to the best of our ability. The school believes that it is the responsibility of each individual teacher to cater for the pupils in the classroom and that includes special needs pupils.

'Equality of value

The school believes that every pupil deserves equality of value in their education and strives to achieve this through curriculum and lesson planning as well as through the acceptance of each pupil as an individual with their own particular strengths and weaknesses.

'Equality of opportunity

The whole school policy recognises the importance of making sure that all pupils irrespective of ability are given equality of opportunity in all areas of the curriculum. It is part of the coordinator's role to keep equality of value, access and opportunity with regard to curriculum entitlement at the forefront of discussion with staff, senior management and governors'.



*Whitmore High School (12-16 years)
Porlock Avenue, Harrow, Middlesex HA2 0AD.
Tel: 0181 864 7688*

'The Aim of Learning Development: policy objectives.

The overriding aim of the Learning Development Department can be summarised as: Working Together To Put Comprehensive Ideals Into Practice.

a) Comprehensive ideals are based on valuing individuals and responding positively to the diversity of students in the school. This diversity includes students with different patterns of attainment, learning styles, backgrounds, cultures and previous experiences. The valuing of individuals is reflected by encouraging individual excellence and removing any barriers to learning, for example by adopting anti-sexist and anti-racist practice.

The principle means of working towards comprehensive ideals is through the curriculum and the provision of the most appropriate environment for learning.

b) Learning development at Whitmore provides one method of putting these ideas into practice. It encourages regular consideration of how students learn, the development of appropriate and accessible resources and teaching styles, as well as the provision of additional staffing. Nevertheless it recognises that teachers who

have comprehensive ideals face a challenging but very worthwhile task.

c) To address this challenge the Department believes that a collaborative approach in which teachers are working together is the most productive. They focus primarily on curriculum development, both with whole departments and individual teachers. The aim of this is to enable individual subject staff to develop an appropriate learning environment for all students. Whereas this approach tries to minimise difficulties before they arise, a second area of collaborative work rests on responding to needs as they emerge'.

Admissions

Budehaven Community School (11-18 years)
Valley Road, Bude, Cornwall EX23 8DQ.
Tel: 01288 353271

'Budehaven Community School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children. Integration is regarded as crucial to this policy, in line with that of the local education authority. We aim to create an environment of equal opportunities for everyone, which encompasses those with statements of special educational needs and those with less significant learning difficulties'.

St. Stephen's Primary School (5-11 years)
Whitfield Road, Newham, London E6 1AS.
Tel: 0181 472 7575

'The school supports the (Newham) local education authority's policy on inclusive education, and therefore has a commitment to the admission of children with special educational needs, whether those children have or do not have a statement of their particular need. (See also our school admission policy). The school regards all the children living in the catchment area or who move into the catchment area as its moral responsibility'.

The curriculum

Holy Trinity Church of England Senior School,
Grant Maintained (11-18 years)
Holdsworth Road, Holmfild, Halifax,
West Yorkshire HX2 9TD.
Tel: 01422 244890

'Equality of access

Access to the curriculum is the right of any pupil. However, it is essential that pupils achieve EQUALITY of access if they are to make any progress. By this we mean that they understand what they are doing because the work has been made accessible for their particular needs. This is an objective to which we as a staff are working continually through differentiation in all its forms'.

Rooks Heath High School (12-16 years)
Eastcote Lane, South Harrow, Middlesex HA2 9AG.
Tel: 0181 422 4675

'The Learning Support Department endorses the equal opportunities policy of the school ... All teachers are teachers of children with special educational needs.

The department sees its role as working within the context of the *Code of Practice* to support other departments to provide a relevant and accessible curriculum for all special-needs pupils. The success of our pupils also depends on an encouraging and positive attitude, on behalf of all staff, to promote their self esteem.

The department monitors and reviews the Special Needs Register which is held centrally and to which all staff have access.

After identification the department prioritises support needs for individual pupils in consultation with pupils, parents, subject staff and other professionals, whenever this is possible.

This includes planning curriculum aims, appropriate methodology and strategies, differentiated tasks and resources. Support is then flexibly deployed within the given resources'.

Budehaven Community School (11-18 years)
Valley Road, Bude, Cornwall EX23 8DQ.
Tel: 01288 353271

'Access to the curriculum

The provision of an exciting learning environment will be a priority, to arouse pupils' interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.

A climate of warmth and support will be fostered, in which self confidence and self esteem can grow, and where all pupils feel valued and able to risk mistakes as they learn without fear of criticism.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole-class contexts.

The curriculum content will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities will be matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Teaching approaches for children with specific learning difficulties will try to capitalise on oral strength, seeking to counter difficulties with written communication through the appropriate use of tape recorders or other specialist equipment.

The special needs suite is staffed each lunchtime and is available to ALL children who may wish to obtain help with their work. The facility is known as 'Homework Clinic' and is used by pupils of all abilities'.

Whitmore High School (12-16 years)
Porlock Avenue, Harrow, Middlesex HA2 0AD.
Tel: 0181 864 7688

'Rationale: Entitlement

As a mainstream school Whitmore aims to provide a broad and balanced curriculum for all of its students, including those with special educational needs.

All students are provided with the same entitlement both in the lower school and in the upper school through the options programme.

Learning support is provided at Whitmore in class rather than by withdrawal because research findings and our own experience show that students learn best in context. The real demands of the mainstream class can provide the motivation for learning and greater opportunities for the transfer of learning to other lessons.



Many advantages have been suggested by staff, including:

Concentration on the learning demands of departments, rather than isolated skills which can lead to reduced expectations of students in a withdrawal situation.

The availability of a second member of staff in the classroom provides help for all students. The provision of support across all areas of the curriculum.

Avoiding time-consuming processes of testing students and subsequent labelling of those identified as in need of greatest support.

Opportunities for discussion between support and class teachers about materials, teaching strategies etc., which benefit all students, not just those identified as having special educational needs'.



Evaluation of policy

St. Stephen's Primary School (5-11 years)
Whitfield Road, Newham, London E6 1AS.
Tel: 0181 472 7575

'Criteria for evaluating success of policy.

Are people using the Stages Procedure as set out in the policy, and are they doing so in the same way?

Is the policy in regular use by all members and not gathering dust in a box file?

Asking parents, governors and staff their opinion of the policy at regular intervals.

Evidence of these views being reflected in updated versions of the policy.

The response from parents following the annual report on the implementation of the special educational needs policy.

The confidence and commitment of governors and parents and all school staff in the implementation and daily practice of the policy.

The monitoring of children's achievements through teacher assessment and the planned schools annual survey (information may be gathered from a data base to be set up in 1995-96).

The success of issues of equality specific to children with special educational needs (refer also to the equal opportunities policy).

Have we changed the whole school environment in such a way as to ensure that the child is just part of it, rather than special?'

Altogether Better – from 'Special Needs' to Equality in Education. A vital resource from Comic Relief/Charity Projects. This pack has a video and booklet designed to help schools understand the issues and develop school policy. Price £7.50 incl. p+p from Charity Projects, 1st Floor, 74 Oxford Street, London WC1A 1EF.

Disability Equality in the Classroom: A Human Rights Issue. The most comprehensive information and training manual on awareness of disability issues. In book or ring-binder form, price £12.00 plus £3.00 p+p; £10.00 to disabled people and parents of disabled children; £9.00 for orders of 10 or more from Disability Equality in Education, 78 Mildmay Grove, London N1 4PJ.

Schools' Special Educational Needs Policies Pack developed by: the Council for Disabled Children and the Special Educational Needs Joint Initiative in Training at the London Institute of Education (SENJIT). Contact National Children's Bureau for details at 8 Wakley Street, London EC1V 7QE.

Set of Five Papers from CSIE Day Conference on Inclusive School Policies. Papers written by: Professor Len Barton, University of Sheffield; Philippa Russell OBE, Director, Council for Disabled Children; Richard Rieser, Disabled Teacher & Disability Equality Trainer; Marilyn Flack, Rooks Heath High School, Harrow, and Lorna Scott, Governor Trainer, Somerset. Price £5.00 incl. p+p from CSIE, 1 Redland Close, Elm Lane, Redland, Bristol BS6 6UE.

See also CSIE's basic *free materials and full publications list*.

Open University material – a selection. Three sources for excellent material from the OU to help with the review and development of school policy documents are: the *Learning for All Introductory Course*; the *MA in Education Course (Developing Inclusive Curricula: Equality and Diversity)*, and the *Advanced Diploma in*

Special Needs in Education. Information from School of Education, OU, Walton Hall, Milton Keynes, MK7 6AA.

Education Act 1993, price £19.90 from HMSO.

Education (School Information) (England) Regulations 1994, Statutory Instrument 1994/1421, price £3.20 from HMSO.

Circular 6/94, The Organisation of Special Educational Provision, free from DFEE Publications Centre, PO Box 2193, London E15 2EU.

Code of Practice on the Identification and Assessment of Special Educational Needs, Department for Education and Employment/Welsh Office, available free, by ringing 0171 510 0150 or writing DFEE Publications, Freepost, PO Box 6927, London E3 3NZ.

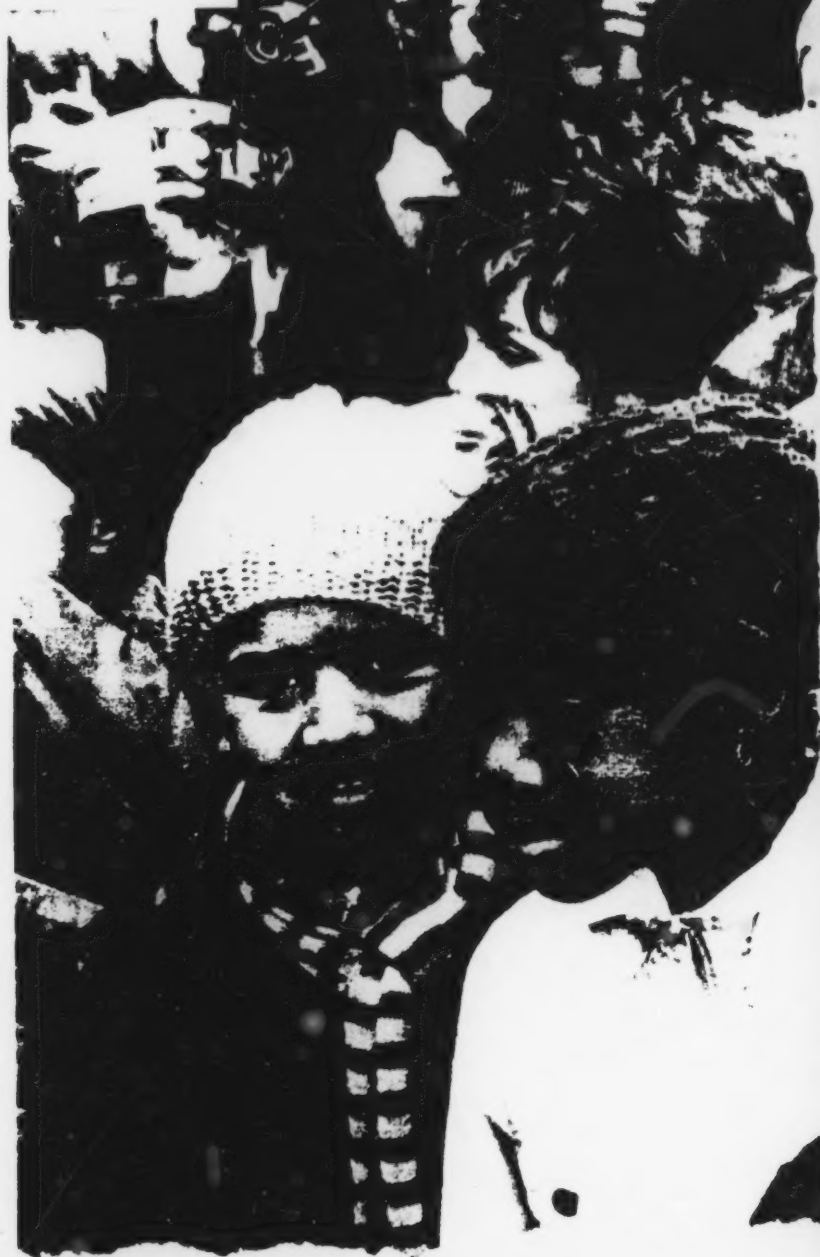


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Its content, style and practical suggestions will help you reconsider the fundamental principles behind your school's policy – and to develop inclusive education.



Price £4.50

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